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ABSTRACT

This bibliography presents a selection of books, journal articles, reports, dissertations, and phonotapes that are representative of significant trends in the education and certification of elementary school teachers. Part one, "Education of Elementary School Teachers," and part two, "Certification of Elementary School Teachers, contain subdivisions that move from examination of historical developments and present status to proposals and descriptions of innovations and reforms. Part three lists bibliographies that include material published prior to 1963 or that treat more specialized subject matter. An author index lists personal and corporate authors, chairmen of commissions and committees, and project directors or principal investigators of research projects. (Author/PD)

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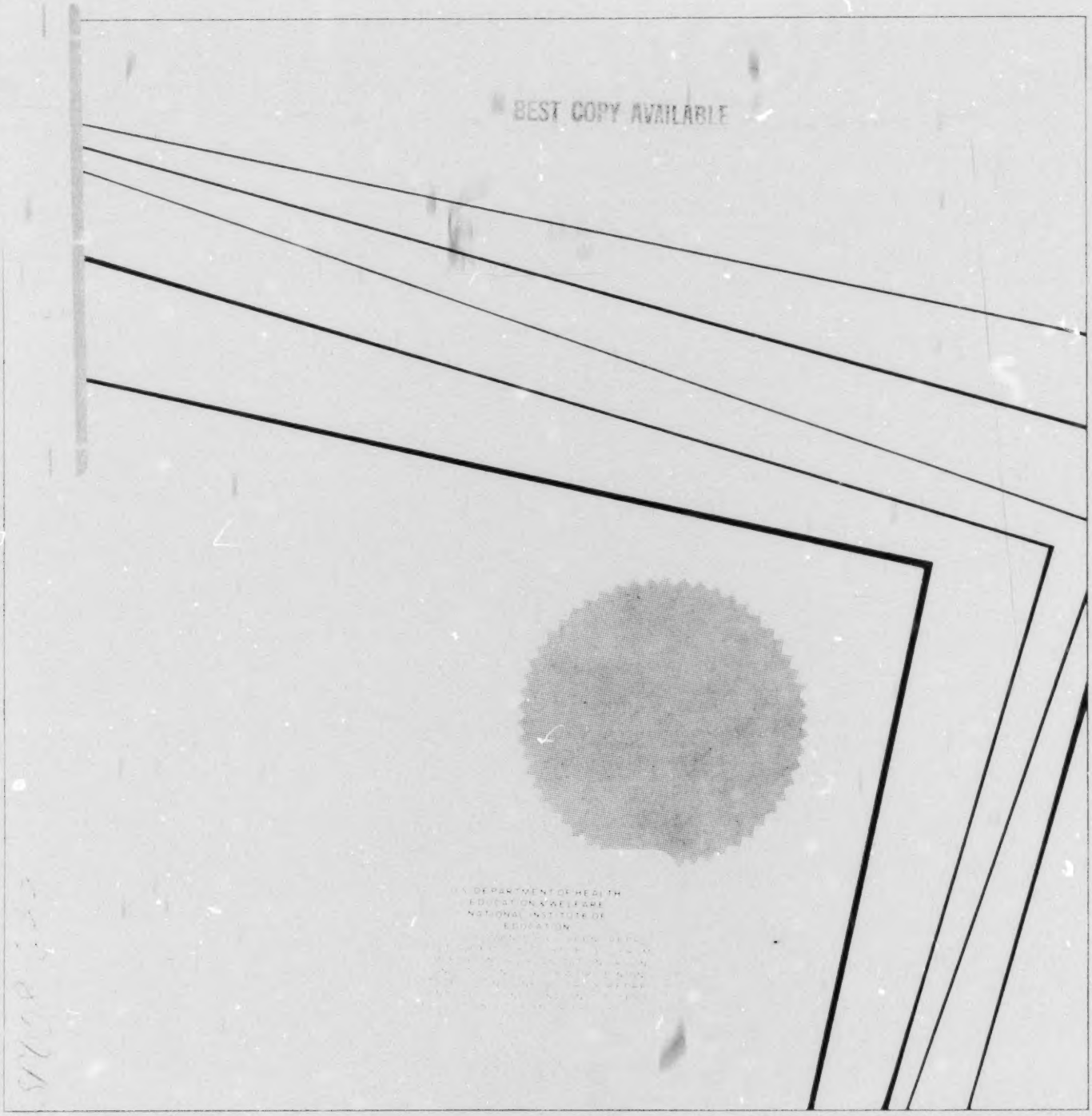

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ELEMENTARY TEACHER EDUCATION/CERTIFICATION

AN ANNOTATED BIBLIOGRAPHY: 1963-1973

Compiled by

Ilze Cockburn

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INTRODUCTION

Inevitably, changes in educational thought and practice affect the education of teachers. During the last decade much questioning of traditional curricula and experimentation with new programmes for training elementary school teachers have been generated by the climate of reform in the whole educational system. Naturally, the concern and activity are reflected in a burgeoning literature on the subject. This bibliography presents a selection of books, journal articles, reports, dissertations, and phonotapes that are representative of significant contemporary trends in the education and certification of elementary school teachers. Although the materials included were published 1963-1973, the bulk of the items were issued in the last five years of that decade. Much of the earlier material is already superseded.

The bibliography is divided into two main parts: Part I, Education of Elementary School Teachers and Part II, Certification of Elementary School Teachers. Since certification standards and education programmes are closely related, many of the broader studies in Part I include material on certification also. The subdivisions in both parts move from examinations of historical developments and present status to proposals and descriptions of innovations and reforms.

Under each subdivision the items are divided between Canadian and Other, the latter category containing literature from the United States, Great Britain, Australia, and New Zealand. Since comprehensive international coverage was impossible within the limits of this work, it was decided to select material from countries whose experience would be most relevant to the Canadian situation. For Part I, Subdivision C, Theoretical Bases and Components of Program Development, and Subdivision D, Specific Programmes and Evaluations, as well as for Part II, pertinent references from Great Britain, Australia, and New Zealand were not available; thus, only material from United States is contained in the category Other.

Bibliographies that include material published prior to 1963 or that treat more specialized subject matter are listed in Part III. Finally, an Author Index is included, covering personal and corporate authors, chairmen of commissions and committees, and project directors or principal investigators of research reports.

As Geraldine Channon has stated, "There is only one effective way to change educational practice, and that is to alter teachers."[1] The discussion about what kinds of elementary school teachers are needed and how they should be trained continues.

[1]Geraldine Channon, "Teachers as Change Agents," Education; a Collection of Essays on Canadian Education, VII: 1967-1969 (Toronto: W. J. Gage, 1969), 51.

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The Library would like to thank Dr. Willard Brehaut, Professor, Department of History and Philosophy for his helpful suggestions, encouragement, and sustained interest in the production of this bibliography.

AVAILABILITY OF MATERIAL INCLUDED IN THE BIBLIOGRAPHY

Most items in the bibliography are available in the OISE Library. We welcome visits from school administrators or teachers engaged in research for their boards or schools who wish to use the Library's facilities. However, heavy demands on our collection by the graduate students, the teaching and the research staff of the Institute make it necessary for us to place certain restrictions on lending material.

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A number of references have been taken from the U.S. Office of Education publication Research in Education, a monthly abstract journal which brings to the attention of researchers the vast number of reports accumulated by ERIC (Educational Resources Information Center) clearinghouses throughout the United States.

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I. EDUCATION OF ELEMENTARY SCHOOL TEACHERS

A. General Studies and Critiques

A1. Canadian

1 Anderson, Gary J., and Lauwerys, Joseph A. "Altering the Structure of Teacher Education: A Case Study of Atlantic Canada." Interchange 4, nos. 2-3, (1973): 88-98.

Describes developments in teacher education in Nova Scotia, starting with the report of the Commission on Teacher Education in 1950. Discusses the establishment and activities of The Atlantic Institute of Education and the strategy devised by the Committee of Deans and Heads of Departments of Education to study the changing structure of teacher education in Nova Scotia.

2 Bailey, Alan Westlake. "The Professional Preparation of Teachers for the Schools of the Province of New Brunswick, 1784-1964." Ph.D. dissertation, University of Toronto, 1964.

Although the focus is on the historical development of teacher education in New Brunswick, chapter II, "The Transition from Government to University Control of Teacher-Training," discusses the system as it was in 1964 and on basis of interviews with educators such as R. J. Love, Dean of the Faculty of Education, University of New Brunswick, predicts trends up to the year 1985.

3 Brehaut, Willard. Teacher Education in Prince Edward Island. Toronto: The Ontario Institute for Studies in Education, 1972. (Occasional Papers, 13).

A study of historical development and current problems of teacher education in Prince Edward Island, including a detailed analysis of Teacher Education: Perseverance or Professionalism (see item 68) and a proposal of two model B.Ed. programmes.

4 British Columbia. University. Commission on the Future of the Faculty of Education. The COFFE Report. Vancouver: University of British Columbia, 1969.

A comprehensive report on the Faculty of Education, University of British Columbia - its history, present status, and prospects. Of special interest is Part III, "Teacher Education Programs," which delineates a five-year B.Ed. course as the basic undergraduate program. Stress is on gradual introduction of practical experience and close faculty supervision of student teaching.

5 Canadian Teachers' Federation. Four Viewpoints on Teacher Education. Ottawa: Canadian Teachers' Federation, 1966.

The four viewpoints expressed in this publication are those of John Macdonald, a social psychologist; Dean C. Wayne Hall of the Faculty of Education, McGill University; Dr. Harry Pullen, Superintendent on the Collegiate Institute Board of Ottawa; and Mrs. Florence Irvine, an elementary teacher. While Dr. Pullen's and Mrs. Irvine's remarks are general in nature, Dean Hall examines in detail three aspects of teacher education - academic and professional preparation and student teaching. The ideas expressed by John Macdonald are more extensively developed in a later publication, The Discernible Teacher.

6 Channon, Geraldine. Innovations in Teacher Education in Canada. Ottawa: Canadian Teachers' Federation, 1971. (Also available from ERIC Document Reproduction Service ED 058 152).

A report of a survey of teacher education institutions conducted by the Canadian Teachers' Federation concerning innovations in curriculum, practice teaching, school-faculty links, teaching methods used by the faculty, planning and administration, and building design and equipment. In general, programmes are becoming more flexible and include more classroom experience, though there is still little individualization. The questionnaire used in the survey is included.

7 Duffie, Donald C. Teacher Education and Training. With a policy statement by the New Brunswick Higher Education Commission. Fredericton, N.B.: New Brunswick Higher Education Commission, 1969.

Appraises teacher preparation in New Brunswick and recommends the transfer of all teacher education to universities, the elimination of distinctions in qualifications for elementary and secondary teachers, and the establishment of an educational research centre.

8 Ellis, D.; Tremblay, A.; and Provencher, H. "Opinions des instituteurs sur leur formation pédagogie." Orbit 4 (February 1973): 12-13.

Presents the results of a survey conducted in June 1971, of graduates of normal schools in Ontario after their second year of teaching in French-language elementary schools. Practical experience is rated as the most useful part of their training.

9 Fleming, William Gerald. Ontario's Educative Society. Vol. 5, Supporting Institutions and Services. Toronto: University of Toronto Press, 1971.

Describes the development of teacher-training institutions and certification requirements in Ontario up to 1970. A review of programmes and issues in teacher education includes a discussion of the MacLeod Report, 1966, and the consequent negotiations among teachers colleges, universities, and the Department of Education.

10 Hodgins, Thomas A. "University Education for Elementary School Teachers of Ontario, 1950-1970; A Case Study." Ph.D. dissertation, Syracuse University, 1971.

Analysis of political, economic, and social forces that have led to the requirement of a university degree for all teachers. An examination of documents, not an evaluation of programmes.

11 Johnson, F. Henry. "What Do the Teachers of Teachers Think about Education Training Programs?" Education Canada 11 (March 1971): 9-13.

A survey of opinions of administrators of Canadian teachers colleges and faculties of education on teacher training. Results indicate that the main issues in teacher education are the balance between academic and professional preparation, the nature of professional courses, and the amount of practice teaching.

12 Loosemore, John. "The Student Teacher: An Interactionist Perspective." M.A. dissertation, University of Toronto, 1970.

From observations of forty elementary-school classrooms with student teachers and interviews with thirty student teachers, twenty associate teachers, and twelve pupils, the author concludes that student teaching would be more satisfactory if the role were more clearly defined. Internship is suggested as a possible improvement.

13 Macintosh, Andrew G. "The Development of Teacher Education in Nova Scotia." M.A. dissertation, St. Mary's University, 1964.

Describes the teacher education system in Nova Scotia from its early beginnings to the reforms in 1962, when Senior Matriculation became a requirement for admission to Teachers' College and the training programme of combined general and professional courses was extended to two years. A factual rather than analytical study.

14 McLeish, J. A. B. "Teacher Education for the Seventies - the Need for Innovation." Teacher Education (Toronto) (Spring 1971): 76-84.

A critique of The COFFE Report. Although containing some innovative ideas, the Report is judged to be better at stating needs than finding solutions. Recommends carrying out similar studies of other Canadian faculties of education.

15 Manson, G. G. "More Patches for the Old Inner Tube." Educational Review (New Brunswick) 80 (May 1970): 113-18.

Evaluates the Duffie Report on teacher education in New Brunswick. Criticizing the proposals for lack of focus, the author suggests that a system of recruitment, education and certification of teachers should be based on the kinds of teachers desired.

16 Newcombe, Ervin E. "Development of Elementary School Teacher Education in Ontario Since 1900." Ed.D. dissertation, University of Toronto, 1965.

Investigates changes in elementary teacher education in Ontario, 1900-1960, in terms of educational philosophy, academic and professional training, dual certification of elementary and secondary teachers, specialization, and centralization and decentralization of responsibility for teacher education. Despite reverses, the common goal in development appears to be professionalization.

17 Ontario. Committee on the Costs of Education. Report on the Education of Elementary and Secondary Teachers in Ontario: Facilities, Organization, Administration. Interim Report, 1. Chairman: T. A. McEwan. Toronto, 1972.

Presents facts and figures on teacher education in Ontario.

18 Ontario. Department of Education. The Minister's Committee on the Training of Elementary School Teachers. Report. Chairman: C. R. MacLeod. Toronto: Department of Education, 1966.

Recommending that all teacher education in Ontario be conducted in universities, the Report proposes a basic degree programme of four years. The basic programme encompasses four main components: liberal education, foundations (theory), curriculum and instructions (methods), and practice teaching.

19 Ontario. Department of Education. The Minister's Committee on the Training of Elementary School Teachers. "Teacher Training Programs." Reports of visits by Committee members, 1966.

Primary source of material of the Report. Committee members visited British Columbia, Alberta, the Maritime Provinces, New York State, California, Great Britain, France, and Belgium to gather information on organization of teacher education, college programmes, admission requirements, certification practices, staff and students, and buildings and equipment.

20 Quebec. Royal Commission of Inquiry on Education. Report. Vol. 2, The Pedagogical Structures of the Educational System. Chairman: Alphonse M. Parent. Quebec: Government Printer, 1964.

Chapter 8, "Teacher Training," contains an outline of the history of normal schools in Quebec and the proposed reforms in teacher education and certification. The Commission's main recommendations are that teacher training be placed under the jurisdiction of higher education and that certification become a responsibility of a committee of the Department of Education, composed of representatives of the Department, teacher-training institutions, and professional associations of teachers.

21 "The Reform in Teacher Training." Education Weekly 5 (14 November 1968): 121-30.

A summary of actions taken by the Quebec Department of Education to reform teacher education since the Parent Commission brought out its report. Includes a description of the activities of the Committee on Teacher Training, 1967, and a statement of the aims of REPÈRES (Experimental Network for the Training of Pupil Teachers for Elementary Renewals).

22 Sheridan, Harold S. "The Development of Public Elementary Teacher Education in Ontario, New York, and Michigan; A Comparative Study." Ed.D. dissertation, George Washington University, 1971. (Dissertation Abstracts International, XXXII, 4475-A).

A study of changes in elementary teacher training in Ontario during the period from the publication of the Hope Report, 1950, to the foundation of the guidelines for implementing the MacLeod Report, 1969. Suggests that most of the reforms in Ontario have followed developments in elementary teacher education in Michigan and New York State.

23 Tomkins, G. "A New Plan for Preparing Teachers." B.C. Teacher 49 (February 1970): 184-90.

Summarizes The COFFE Report and compares the existing programme for educating teachers at the University of British Columbia with the one offered at Simon Fraser University.

24 Wilson, Sybil E. "Instructional Needs of Beginning Primary School Teachers and Expressed Satisfaction with In-College Training." Ph.D. dissertation, University of Toronto, 1972.

Although the focus is on teacher training in Jamaica, chapter 2, "Some Developments in Elementary Teacher Training," includes an account of recent reforms in Ontario.

A2. Other

25 Australia. Committee on the Future of Tertiary Education in Australia. Tertiary Education in Australia; A Report to the Australian Universities Commission. 3 vols. Chairman: Sir L. Martin. Melbourne: Government Printer, Commonwealth of Australia, 1964-1965.

A general study of higher education in Australia, including preparation for all professions. Volume I, chapter 4, "The Training of Teachers," describes the preparation of elementary school teachers in teachers colleges. At the time of the study, preservice education was usually two years; the Committee recommends extending the training to three years after secondary school.

26 Australia. Department of Education and Science. Teacher Education in Australia. Canberra: Department of Education and Science, 1970.

A factual three-part survey of both elementary and secondary teacher education in Australia: Part I covers government teacher education by state, giving detailed information on programmes and certification; Part 2 describes teacher education institutions administered by religious or professional organizations; Part 3 treats teacher education in universities.

27 Australia. Parliament. Senate. Standing Committee on Education, Science, and the Arts. Report on the Commonwealth's Role in Teacher Education. Canberra: Commonwealth Government Printer, 1972. (Parliamentary Paper, I).

After examining the role of the Commonwealth government in teacher education, the Committee recommends that the Australian Universities Commission and the Australian Commission on Advanced Education encourage a four-year basic teacher-training programme integrating academic and professional courses and practice teaching. Furthermore, teacher-training institutions should be associated with universities or become part of colleges of advanced education.

28 Beggs, Walter K. The Education of Teachers. New York: Center for Applied Research in Education, 1965. (The Library of Education).

A review of historical and current practices in teacher education and certification in the United States. Proposes a model of the teacher as a professional with the ability to synthesize, coordinate, and serve as a catalyst of learning.

29 Brottman, Marvin A. "Innovations in Teacher Education?" Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, 3-7 April 1972. (Available from ERIC Document Reproduction Service ED 061 152).

Assessment of elementary and secondary teacher education programmes in forty-four institutions, members of the American Association of Colleges for Teacher Education. Although process is becoming more flexible in many institutions, there is little modification in content of programmes as yet.

30 Conant, James B. The Education of American Teachers. New York: McGraw-Hill, 1963.

A controversial study of teacher education and certification practices in the United States. The proposed four-year curriculum includes general education, concentration, and professional training. Practice teaching programmes should become the basis of the certification system.

31 Great Britain. Department of Education and Science. Teacher Education and Training. Chairman: Lord James of Rusholme. London: Her Majesty's Stationery Office, 1972. (Available from ERIC Document Reproduction Service ED 065 449).

Envisions teacher education as a process in three cycles, combining the best aspects of concurrent and consecutive programmes. The first cycle is preprofessional education, consisting of a higher education degree or other acceptable qualifications. The second cycle incorporates two years of professional training, functional in nature. The third cycle is in-service education, with theoretical and philosophical studies again pertinent as in the first cycle.

32 Great Britain. Parliament. House of Commons. Select Committee on Education and Science. Teacher Training. 6 vols. London: Her Majesty's Stationery Office, 1970.

Includes briefs submitted to the James Commission as well as a complete transcript of examination of witnesses by the Commission.

33 Lomax, Donald E., ed. The Education of Teachers in Britain. London: John Wiley and Sons, 1973.

A collection of articles by distinguished educators on the following topics: the development of teacher education in England, Scotland, and Wales; teacher education in the universities and the polytechnics; teacher education and the colleges of education - an assessment of the James Report; curricula and teaching methods; research in teacher education.

34 London. University. Institute of Education. An Enquiry into the Education and Training of Teachers in the Area of the Institute, 1970/71. London: University of London, Institute of Education, 1971.

The Institute's submission to the James Commission recommends that broad professional training come after a general academic degree. Continuity to initial training should be provided by a probationary year and in-service education. Includes an analysis of the existing training course for graduates and nongraduates.

35 Lynch, James, and Plunkett, H. Dudley. Teacher Education and Cultural Change: England, France, West Germany. London: Allen and Unwin, 1973.

After outlining the education of primary, intermediate, and secondary teachers in England, France, and West Germany, the author examines the three systems more closely in terms of four aspects: perceptions of teaching, the process of becoming a teacher, curriculum and teaching methods, and the organization of teacher education. Suggests that concern with economic efficiency has been the main motivation in the development of teacher education.

36 New Zealand. National Advisory Council on the Training of Teachers. Second Report. Wellington: Government Printer, 1964.

Some historical background of the training of primary-school teachers and an exposition of the current three-year training programme at teachers colleges. The programme has three main components: English, selected studies for general education, and professional preparation.

37 Parry, John P. The Lord James Tricycle; Some Notes on Teacher Education and Training. London: Allen and Unwin, 1972.

A critique of the James Report by the head of a general college of education. While praising the prime assumption of the report as well as its value in stimulating discussion, he maintains that the proposals lack substantiation by research or sufficient evidence.

38 Realities and Revolution in Teacher Education; Report, 6. Cleveland, Ohio: Commission on Public School Personnel Policies, 1972. (Available from ERIC Document Reproduction Service ED 072 028).

An extensive study of current teacher education and certification practices in Ohio. Proposes a five-year teacher education programme leading to a B.A. or B.S. and a Master's in Teaching. The professional preparation should include courses on current theories of teaching and learning as well as a wide variety of laboratory experiences.

39 Richardson, J. A., and Bowen, J., eds. The Preparation of Teachers in Australia. Melbourne: Cheshire, 1967.

Appraises the pattern and content of Australian teacher education and considers the relevance of British and American experiences for Australia. Three to four years of initial training, autonomy of teachers colleges, and Commonwealth responsibility for teacher education are suggested as desirable reforms.

40 Schmieder, Allen A. Competency-Based Education: The State of the Scene. Washington, D.C.: American Association of Colleges for Teacher Education and National Center for the Improvement of Educational Systems, 1973. (Available from ERIC Document Reproduction Service ED 073 046).

Background information on the competency-based education movement in the United States. Defines the terms used, describes the basis for the movement and its distinguishing characteristics, assesses its potential, as well as reports the viewpoints and participation of various groups involved in education. Includes a list of current information sources and significant publications.

41 Silberman, Charles E. Crisis in the Classroom: The Remaking of American Education. New York: Random House, 1970.

Within the broader context of a critique of the public education system in the United States is included as assessment of the preparation of teachers. Submits that the crux of a professional education should be analyses of problems and discussions of attempts to solve them. The programme at the New School of Behavioral Studies in Education, University of North Dakota, is cited as an example of promising innovation in teacher education.

42 Universities Council for the Education of Teachers. Executive Committee. Alternatives to James. London: Universities Council for the Education of Teachers, 1972.

Assessment of the James Report, praising the proposed in-service education cycle and reforms of the probationary year but criticizing the recommendations related to initial professional training. These are judged inadequate for developing teacher education over the next twenty-five years.

43 Wales. University. University College, Swansea. Faculty of Education. Report on the Education and Training of Teachers. Swansea, 1971.

A wealth of information was gathered in this survey of teachers, students, parents, local educational authorities, and the staffs of The Swansea College of Education and the Faculty of Education of the University College of Swansea, but the resulting recommendations deal with details and advocate no major changes.

44 Weiss, Robert M., comp. The Conant Controversy in Teacher Education. New York: Random House, 1969.

A collection of articles attempting to present representative favorable and critical views on Conant's study of teacher education. Robert Weiss himself criticizes Conant for lacking a rational educational philosophy and for failing to distinguish between schooling and education.

45 The Year Book of Education, 1963; The Education and Training of Teachers. Edited by George Z. F. Bereday and Joseph A. Lauwerys. Prepared under the auspices of The University of London Institute of Education and Teachers College, Columbia University. New York: Harcourt, Brace & World, 1963.

International in scope, this publication includes papers on all aspects of elementary and secondary teacher education. The contributions are divided among four main topics: Section 1, Historical and Theoretical Studies; Section 2, The Organization of Teacher Training: Area Studies; Section 3, Social and Economic Problems, and Section 4, New Experiments in Teacher Education. While most of the articles express the perspective of the experiences and developments in a particular country, an introduction to each section presents the broader context of the issues discussed.

B. Analyses of Trends and Proposals for Change

B1. Canadian

46 Alberta. Commission on Educational Planning. A Choice of Futures, A Future of Choices; A Report. Chairman: Walter W. Worth. Edmonton: Queen's Printer, 1972.

The section, "Professional Teacher," contains an outline of the main components of the preparation of early and basic education teachers: understanding of self and society, the learner and the learning process; ability to organize and operate programmes on autonomous and institutional levels; special competence in an area of concentration. Field experience is to be integrated throughout the programme.

47 Armstrong, R. D., and Purvis, N. M. "Trends in the Patterns of Staff Utilization in the Elementary Schools of Alberta: Implications for Teacher Education." Alberta Journal of Educational Research 19 (March 1973): 12-21.

Four patterns of staff utilization are distinguished: team or co-operative, departmentalized, semi-departmentalized, and self-contained classroom. Since the trend is toward co-operative teaching, preservice curriculum with its stress on the self-contained classroom needs to be changed.

48 Bremer, John. "The Possibility and Impossibility of Professional Training." Interchange 4, nos. 2-3 (1973): 12-18.

The former Commissioner of Education of British Columbia argues that the whole formal educational system needs to change. Proposes that colleges of education by some involvement in the direct operation of schools and by instituting teacher training programmes designed by the participants could take the initiative in the reform of the system.

49 British Columbia Teachers' Federation. The Commission on Education. Involvement - the Key to Better Schools; A Report. Vancouver: British Columbia Teachers' Federation, 1968.

Within the context of a study of the whole educational system of British Columbia, it is proposed that teacher education should be composed of a five-year academic and professional degree programme followed by one or two years of internship. The core of professional education should be the development of understanding of growth and learning processes in children and of competence in methods to promote them.

50 Brock University. Conference on Teacher Education, 1972. Design for the Future. Compiled by R. Ryckman. St. Catharines, Ont.: Brock University, 1972.

Includes summaries of discussions in the workshops at the Conference, among which were two on basic education of teachers and one on certification.

51 Channon, Geraldine. "Teachers as Change Agents." In Education; A Collection of Essays on Canadian Education. Vol. 7, 1967-1969. Toronto: W. J. Gage, pp. 51-56.

From her premise that to change the educational system teachers need to be changed, the author proposes reforms in teacher education to train change-agents. Preservice education should be extended to three or four years to give the new teacher a more objective perspective on the school system. Since practice teaching promotes traditional methods, it should be replaced by simulated and miniature teacher-learning situations.

52 Clarke, Stanley C. T. The Future of Teacher Education. Edmonton: University of Alberta, Faculty of Education, 1972.

Using the Delphi technique, the author consulted the chief administrators of English-language teacher education institutions in Canada on the expected state of teacher education in 1975. Highest degree of consensus was reached on the following predictions: teacher education will be the responsibility of universities, and all teachers will be trained in use of educational technology and media and will have to achieve a standard of excellence in English usage and human relations.

53 Clarke, Stanley C. T. The Preparation of Instructional Personnel, Nursery to Grade 12, to 1999. Edmonton: Commission on Educational Planning, 1970.

Reviews developments in teacher education during the 1960's and projects alternative futures for teaching and implications for teacher education over the next thirty years. Sketches a teacher education programme responding to the trends toward individualization, humanization, and greater use of technology.

54 Coleman, Peter. Improving Teacher Education: Some Considerations. Winnipeg: Manitoba Association of School Trustees, 1972. (Occasional Paper, 16). (Available from ERIC Document Reproduction Service ED 074 048).

Analysis of general goals of teacher education and external factors affecting teacher-preparation programmes. Reviews significant Canadian and American publications on teacher education and summarizes statements on reforms in teacher education by school trustees associations of Manitoba, Alberta, British Columbia, Northern Ontario, Ontario, and Nova Scotia.

55 Collins, L., and others. "Teacher Education: The Move to the Campus." New Dimensions 6 (November 1971): 7-12.

Interviews with John Saywell, Dean of the Faculty of Arts at York University; Ian Fife, President of Ontario Teachers' Federation; and R. S. Devereux, Faculty of Education, University of Windsor, on the integration of teachers colleges with universities in Ontario.

56 Coutts, Herbert T. The Goals of Teacher Education. Edmonton: Alberta Teachers' Association, 1972. (Research Monograph, 20).

Statement of thirty-six goals of teacher education, defined using a modified Delphi technique with a population selected from the Faculty of Education, University of Alberta, Alberta Federation of Home and School, Alberta School Trustees, principals and vice-principals of public and separate schools in Edmonton, superintendents and officials of the Alberta Department of Education, officials of Alberta Teachers' Association, professors

of University of Alberta, and students at the Faculty of Education who had completed student teaching.

57 Coutts, Herbert T. "Teacher Education and Educational Change." Alberta School Trustees 38 (May 1968): 14-20.

Advocates a four-year degree programme within universities for teachers at all levels. Preservice education should allow experimentation with programmes or programme components and be responsive to the needs of the field.

58 Hutcheon, P. L., and Malikail, J. S. "'Humanistic' and 'Competency-Based' Teacher Education: Advance or Digression?" Saskatchewan Journal of Educational Research and Development 4 (Fall 1973): 14-27.

Examines the attempts of humanistic and competency-based innovators to improve teacher education, which became too intellectual during the 1960's. Judging that the humanistic movement is too anti-intellectual and too dependent on charismatic teachers and that the competency-based reformers are still too vague on the bases for selecting behavior modules, the authors propose that teachers should be trained to be rational decision-makers.

59 Kratzmann, A. "Teachers Preparation for Today's Schools." Alberta School Trustee 43 (June 1973): 12-14.

Summary of a paper presented to the C.A.S.S.-A.A.C.E. Joint Annual Conference, Edmonton, April 1973. Future development of teacher education should not be left solely to universities but should provide for participation in decision making by concerned publics. Preservice programmes should integrate liberal and professional education and practical experience.

60 McBeath, A. G. "Trends in Teacher Education." Saskatchewan Administrator 7 (May 1973): 7-10.

Distinguishes longer preservice training, more emphasis on field experience and humanistic education, more use of competency-based programmes, and greater involvement of schools in the preparation of teachers as the main trends in current teacher education.

61 Macdonald, John. "Teacher Education: A Functional Approach." Teacher Education (Toronto) (Spring 1968): 2-10.

Envisions functional specialization of teachers, who will then work co-operatively in teams. Toward that end, training will be organized in three cycles: initial training will prepare core specialists, and the second and third cycles will provide increasingly narrow specializations.

62 McKague, T. R. "Preparing Teachers for Innovative Schools." O.E.C.T.A. Review 30 (October 1970): 39-45. Also in Saskatchean Journal of Educational Research and Development 1 (Fall 1970): 39-48.

Reports results of a 1969 survey of fourteen principals of innovative Canadian elementary and secondary schools. Questioned about their schools and the kinds of teachers they need, most judged the preparation of teachers at teachers colleges poor. Suggested improvements were more intensive study of social sciences, more specific training in teaching techniques, and longer internships.

63 Morgan, J. R. H. Education of Teachers. Toronto: W. J. Gage, 1968.

Maintains that teacher training after a first academic degree is more effective than a concurrent course in producing successful teachers.

64 Myers, Douglas, and Reid, Fran, eds. Educating Teachers: Critiques and Proposals. Toronto: The Ontario Institute for Studies in Education, 1974. (Symposium Series, 4).

A collection of articles on teacher education, focusing on issues and goals. Of special interest are two perspectives on the implementation of the MacLeod Report in Ontario as well as a description of Project MEET (McGill Elementary Education Teaching-Teams) and a discussion of internship based on the MEET experience.

65 Ontario Teachers' Federation. Symposium on Teacher Education, Toronto, 1971. Concepts in Teacher Education. Toronto: Ontario Teachers' Federation, 1971.

Papers by Canadian and other educators on "schools of tomorrow" and their implications for teacher education. No detailed programmes are proposed in these discussions of concepts on which teacher education should be based.

66 Ontario Teachers' Federation. Teacher Education Committee. "Teacher Education: Where Should We Go?" OTF Reporter (Winter 1972): 23-28.

Outlines a six-trimester programme (covering eighteen months) of teacher preparation, emphasizing practical experience. An organizational chart for administering and financing student teaching is included.

67 Paton, James M. "Needed in Teacher Education: A Total University and Professional Commitment." Concern and Competence in Canadian Education; Essays by J. M. Paton. Edited by D. A. MacIver. Toronto: University of Toronto, Faculty of Education, Guidance Center, 1973, pp. 63-67. Also in Education; A Collection of Essays on Canadian Education. Vol. 7, 1967-1969. Toronto: W. J. Gage, 1969, pp. 1-5.

Maintains that the formal education of teachers should start with the first year at university and extend to several years after entering the profession; therefore, three groups need to be directly involved in teacher preparation - the faculties of arts and science, the faculties of education, and the teaching profession. After a general education related to teaching, the final year of preservice education should be devoted to practical experience and seminars related to it.

68 Prince Edward Island. University. Committee on Teacher Education. Teacher Education: Perseverance or Professionalism. Chairman: V. Smitheram. Charlottetown, P.E.I., 1971.

Indicates direction for the development of teacher education in Prince Edward Island on basis of research conducted during 1970-71. Proposing as a conceptual model the teacher as a selective professionalist, the report formulates in detail the criteria for basic teacher-preparation programmes.

69 Scarfe, Neville V. "Principles of Teacher Education." In Education; A Collection of Essays on Canadian Education. Vol. 6, 1964-1967. Toronto: W. J. Gage, 1967, pp. 107-13.

Stresses the importance of the teacher's qualities as a person and his preprofessional training. However, professional training that emphasizes application of theory is also essential.

70 Skinner, A. F. "Teacher-Training and the Foundational Studies; A Personal Statement." Teacher Education (Toronto) (Spring 1968): 26-38.

Declares that foundation studies - educational psychology and philosophy and the history of education - provide the basis of a broader perspective and enable teachers as professionals to share in all aspects of the education process.

71 Wasserman, Selma. "Yesterday's Teachers for Tomorrow's Children." In Education; A Collection of Essays on Canadian Education. Vol. 7, 1967-1969. Toronto: W. J. Gage, 1969, pp. 33-49.

Suggests several innovations for teacher education programmes already implemented at Simon Fraser University. Among them are immediate classroom experience for the student entering teacher education and responsibility for shaping his own programme resting with the student.

B2. Other

72 Allen, Dwight W., and Mackin, Robert. Toward a Redefinition of Teacher Education. [Phonotape]. Englewood Cliffs, N.J.: Educational Technology, 1970.

Noting that out-dated and inadequate teacher education slows down reforms in the education system as a whole, the authors argue that to prepare teachers who are flexible, innovative, and sensitive to their students' needs, teacher education must be responsive to new learning theories and organizational patterns, developing educational technology, and changes in society.

73 American Association of Colleges for Teacher Education. Teacher Education and Media Project. Professional Teacher Education. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Reports the results of the TEAM (Teacher Education and Media) Project. Proposals include a division of the professional educational curriculum of both elementary and secondary teachers into five parts: analytical study of teaching; structures and uses of knowledge; concepts of human development and learning; designs for teaching and learning; demonstration and evaluation of teaching competencies. Some source materials are given for each part.

74 Calthrop, Kenyon, and Owens, Graham, eds. Teachers for Tomorrow: Diverse and Radical Views about Teacher Education. London: Heinemann Educational Books, 1971.

The most radical proposal is by the editors themselves in their essay "Teachers for Tomorrow," describing a three-year programme developed and conducted co-operatively by an organizational module of fifty to seventy students, five to six tutors, and up to six elementary and secondary schools.

75 Klassen, Frank H., and Collier, John L., eds. Innovation Now! International Perspectives on Innovation in Teacher Education. Washington, D.C.: International Council on Education for Teaching, 1972. (Available from ERIC Document Reproduction Service ED 069 612).

Educators from many countries contribute to this collection of articles on innovations and reforms in teacher education. Among the articles are "The Education and Training of Teachers" by Lord James of Rusholme and several discussions of competency-based and performance-based programmes in United States.

76 Tempero, Howard E., ed. Teacher Education for the Future; New Directions and New Developments. Washington, D.C.: National Society of College Teachers of Education, 1968. (Available from ERIC Document Reproduction Service ED 045 554).

Major papers presented at the N.S.C.T.E. conference, 1968. Of special interest are David R. Krathwohl's submission of essential research problems in teacher education and the individual perspectives on developments and future trends in teacher education presented by Howard F. Helm, George W. Denemark, and William Van Til.

77 Van Til, William. The Year 2000: Teacher Education. Terre Haute, Ind.: Indiana State University, 1968.

Develops a projection of teacher education by the year 2000 within the context of changing American society and education. Proposes two intensive years of professional preparation, evolving from observation to internship, after four years of general university education.

C. Theoretical Bases and Components of Programme Development

C1. Canadian

78 Ellis, John F. "Preparing Teachers: The Present and the Future." In Education; A Collection of Essays on Canadian Education. Vol. 7, 1967-1969. Toronto: W. J. Gage, 1969, pp. 57-62.

Formulates two basic assumptions for the development of teacher education programmes: the teacher should be a comprehensive generalist, familiar with the style and tools of inquiry of many disciplines; the initial professional preparation should be viewed as only the beginning of continuing education.

79 Henchey, Norman. "Curriculum Theory and Its Relevance to Teacher Education." Ph.D. dissertation, McGill University, 1969.

The purpose of the study is to "examine the relevance and the application of some aspects of curriculum theory to teacher education." Constructs seven analytical models based on seven different concepts of the teaching function. Includes a lengthy discussion on problems of evaluating and setting norms in teacher education.

80 Macdonald, John. The Discernible Teacher. Ottawa: Canadian Teachers' Federation, 1970.

The result of an assignment by the Canadian Teachers' Federation to formulate with the aid of a panel of educators a philosophy of education for Canada. The first chapter, published earlier in Four Viewpoints on Canadian Education, emphasizes the need for developing a rationale for teacher education based on research. The other three chapters discuss the teacher as a professional or rational decision-maker, the changing role of teachers to functional specialists, and the responses by society to changes in the educational system.

81 MacKinnon, A. R. "Toward a Theory of Teacher Education." In Education; A Collection of Essays on Canadian Education. Vol. 6, 1964-1967. Toronto: W. J. Gage, 1967, pp. 139-43.

Expounds the rationale for teacher education on which the programme at Simon Fraser University is based.

C2. Other

82 Brottman, Marvin A. "Relevance in Teacher Education." Journal of Educational Thought 4 (December 1970): 143-51.

Demonstrates how the process of teacher education can be analyzed to identify the elements necessary for developing a relevant programme. Teacher education institutions must devise effective means of conveying their own goals and the needs of local schools to their students.

83 Combs, Arthur W. The Professional Education of Teachers; A Perceptual View of Teacher Preparation. Boston: Allyn and Bacon, 1965.

An exploration of bases for designing teacher education programmes, using humanistic or third-force psychology and new findings in perceptual psychology. Specific topics examined are: the nature of good teachers and effective teaching and the training of effective teachers.

84 Cruickshank, Donald R. "Conceptualizing a Process for Teacher Education Curriculum Development." Journal of Teacher Education 22 (Spring 1971): 73-82.

A theory of the formation of teacher education curriculum, conceptualized in the form of a model with four stages: need, design, development, and implementation.

85 Haefele, Donald, comp. Systems and Modeling: Self-Renewal Approaches to Teacher Education. Washington, D.C.: American Association of Colleges for Teacher Education, 1971. (Available from ERIC Document Reproduction Service ED 059 170).

A collection of articles ranging from discussions of general relevancy of the systems approach to planning and innovation in teacher education to descriptions of specific methods for selecting the model best suited to a particular institution.

86 Joyce, Bruce, and Weil, Marsha, eds. Perspectives for Reform in Teacher Education. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Of special interest are two widely reprinted articles by Bruce Joyce: "The Teacher Innovator; A Program for Preparing Educators," which explains the rationale of the Columbia University model for elementary teacher education, and "Variations on a Systems Theme: Comprehensive Reform in Teacher Education," which assesses six of the U.S. Office of Education models in terms of similarities and differences in completing tasks of programme construction.

87 Massanari, K., ed. "Performance-Based Teacher Education; Symposium." Journal of Teacher Education 24 (Fall 1973): 179-249.

Includes papers on all aspects of performance-based teacher education: explanation of what it is, description of the programme at the University of Georgia, ways of selecting competency goals, techniques for designing systems, assessment and management of programmes, and predictions of future development and impact on teacher education in general.

88 Pilecki, Francis J. The Interrelation of Systems: A Systems Look at Where Teacher Education Fits into the Whole of Education, University and Society. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1972. (Available from ERIC Document Reproduction Service ED 059 150).

Presents a model for studying relationships between formal teacher education and larger systems, such as the university, education in general, and the whole society. An example is given of how to apply the model to more specific research.

89 Richardson, Robert C. "The Real Curriculum for Teacher Education." 1969. (Available from ERIC Document Reproduction Service ED 063 249).

Divides current teacher education programmes into three types - traditional, transitional, modern - and examines the components of each

type. Proposes a model modern curriculum of four to six years composed of integrated, concurrent elements leading the student toward self-realization, academic competence, and practical expertise.

90 Smith, B. O. Teachers for the Real World. Washington, D.C.: American Association of Colleges for Teacher Education, 1969.

Design for teacher education with a focus on the needs of the child worked out by the Steering Committee and Task Force of the National Institute for Advanced Study in Teaching Disadvantaged Youth. Distinguishes five components of teacher education: subject matter, knowledge about subject matter, educational theory, affective aspects of teacher behavior, and governance of the profession.

91 Snow, Richard E. A Model Teacher Training System; An Overview. Stanford, Cal.: Stanford University, California Stanford Center for Research and Development in Teaching, 1972. (Research and Development Memorandum, 92). (Available from ERIC Document Reproduction Service ED 066 437).

Outline of the Model Teacher Training System, which is a component to be used as part of a conventional teacher education programme. Subsystems of the model are selection, diagnosis and placement, programmed training, nonprogrammed training, practice, and assessment and system revision.

92 United States. Committee on National Program Priorities in Teacher Education. The Power of Competency-Based Teacher Education. Chairman: Benjamin Rosner. Boston: Allyn and Bacon, 1972. (Also available from ERIC Document Reproduction Service ED 069 618).

Section 1 of the report elaborates on the rationale for competency-based teacher education and certification and explores criteria for evaluating, identifying, and measuring competencies. Section 2 consists of papers on specific topics related to goals, development and coordination.

93 Verduin, John R. Conceptual Models in Teacher Education; An Approach to Teaching and Learning. Washington, D.C.: American Association of Colleges for Teacher Education, 1967.

In an attempt to establish theoretical foundations for developing teacher education programmes, the author reviews the research and theoretical work on learning and teaching by thirteen educators, among them B. Othanel Smith, Hilda Taba, and N. L. Gage.

94 Wright, J. Zeb, ed. Models for Revising Teacher Education. Charleston, W.Va.: West Virginia Department of Education, 1971. (Available from ERIC Document Reproduction Service ED 054 081).

Each of five papers presents a different model for teacher education, ranging from humanistic to cybernetic.

D. Specific Programmes and Evaluations

D1. Canadian

95 Bremer, Anne. "The Pilot Programme for Teacher Education at Dalhousie University." Interchange 4, nos. 2-3 (1973): 99-105.

Describes an experimental programme initiated at the Department of Education, Dalhousie University, in September 1972, for training elementary school teachers. The goal of the programme is to integrate theory and practice, content and methods, learning and teaching. Presents a weekly schedule of activities and relates them to standard courses offered by the Department.

96 Canadian Teachers' Federation. Foundations for the Future: A New Look at Teacher Education and Certification in Canada. Proceedings of the Seminar on Teacher Education, Ottawa, May 1966. Ottawa: Canadian Teachers' Federation, 1967.

In the section entitled "Emerging Programs of Teacher Education," Dr. A. R. MacKinnon describes the Profession Development Program at Simon Fraser University, and Gilles Dussault reports on the programmes at normal schools in Quebec as well as the reforms proposed by the Parent Commission.

97 Deines, Jack. "The Winnipeg Center Project: Teacher Education for Inner-City People." Interchange 4, nos. 2-3 (1973): 106-10.

Outlines the Winnipeg Center Project designed by Brandon University and the Planning and Research Branch of the Department of Colleges and University Affairs of Manitoba to enable low-income, inner-city residents to become teachers. Functioning since September 1972, the programme combines university courses and student teaching.

98 Ende, Russell S. "The Elementary Teacher Education Program at North Park College." Ph.D. dissertation, University of Ottawa, 1962. (Dissertation Abstracts International, XXI, 4002-A).

An evaluation based on the performance and assessment of the first two

graduating classes, 1960 and 1961. The principals and teachers interviewed described the programme as generally satisfactory but suggested that specialization by age level and methods of teaching reading could be improved. Includes interview guides.

99 Hickman, G. A. "Teacher Preparation in Newfoundland." N.T.A. Journal 57 (April 1966): 7-16.

Notes that since 1946 emphasis has been on education, both general and professional, not training of teachers. Outlines the two basic degree programmes at Memorial University of Newfoundland.

100 Horowitz, Myer. "Project MEET." McGill Journal of Education 2 (Fall 1967): 183-85.

Describes Project MEET (McGill Elementary Education Teaching-Teams), an internship programme developed by the Faculty of Education, McGill University, to explore the possibilities of internship in teacher education and to encourage innovation in participating schools.

101 Humphreys, Edward H. A Work Experience Program of Teacher Education. Toronto: The Ontario Institute for Studies in Education, 1970. (Educational Planning Occasional Papers, 17).

A concurrent study-experience programme to train both elementary and secondary teachers, designed to give them a broad general education, understanding of educational theory, and wide classroom experience. The programme, lasting four years including summers, integrates academic and education courses with practical experience.

102 Lacroix, C. "Living and Learning Together - An Experiment in Teacher Training." Orbit 2 (April 1971): 8-9.

Description of a pilot programme at the Faculty of Education, University of Ottawa. Student teachers work at an elementary school full-time, with the school principal and a programme coordinator from the Faculty jointly planning the best use of student-teacher resources.

103 Lewis, Lesley V. "Teacher Education: To Train the Mind or to Mind the Train." M.A. dissertation, University of Toronto, 1972.

Proposes an alternative model for training elementary school teachers in Ontario with professional status as the goal. Two years of academic education at a university followed by theee years of professional preparation at a faculty of education would be comparable to programmes for educating lawyers.

104 "Outline for the New Under-Graduate B.Ed. Degree Programme." Profile of Education in New Brunswick 12 (April 1973): 13-14.

Outlines the B.Ed. programmes offered at the University of New Brunswick and L'Université de Moncton that have replaced the two-year courses offered at other institutions. Gives examples of programmes for both elementary and secondary teachers.

105 Overing, Robert L. R. "Toward a Redefinition of Teacher Education." Interchange 4, nos. 2-3 (1973): 19-27.

After examining reasons for the failure of teacher training institutions to promote reforms in education, the author discusses the rationale of the developing teacher education programme at York University. The goal of the programme is to prepare teachers to be agents of change.

106 Québec. Direction générale de la formation des maîtres. Mission des projects expérimentaux. Le Project REPÈRES; rapport préliminaire. Québec: Ministère de l'éducation, 1969.

Describes the initial stages of the action-research project initiated by the Quebec government on the education of elementary teachers. Part 1 presents background data and analysis of information gathered by using a questionnaire; Part 2 discusses the theoretical basis and goals of the project. The central programme at Laval University is not included in this report.

107 Toronto. University. Faculty of Education. Program Committee. Focus; Report on Future Programs of Teacher Education, University of Toronto, September 1971, and Refocus; Responses to "Focus," 1971-1972. Chairman: T. H. G. Luther. Toronto: University of Toronto, Faculty of Education, 1972.

Focus recommends for both elementary and secondary teachers a four-year education programme based on the concept of the teacher as a scholar. Refocus contains personal and departmental critiques of Focus submitted to the Committee.

108 Vogt, A. "Simon Fraser's Teacher Education Program: How Successful Is It?" B.C. Teacher 49 (December 1969): 112-16.

A detailed description of the teacher education programme at Simon Fraser University. The author judges it successful because of the number of applicants it attracts.

109 Watts, Howard N. "An Evaluation of the Objectives of an Elementary Teacher Education Program." Ph.D. dissertation, University of Alberta, 1972.

Although the immediate purpose of this study was to assess the elementary teacher education programme at the University of Alberta, the broader achievement was the design and testing of an instrument and methodology for evaluating objectives of teacher education programmes.

D2. Other

110 Analytic Summaries of Specifications for Model Teacher Education Programs. Falls Church, Va.: System Development Corporation, 1969. (Available from ERIC Document Reproduction Service ED 037 422).

Reviews the following aspects of each of the ten U.S. Office of Education Comprehensive Elementary Teacher Education Models: major themes, instructional goals, programme organization, curriculum design, institutional relationships, innovative features, student guidance, management and control, placement and follow-up, and special features.

111 Bosley, Howard E., ed. Teacher Education in Transition. Vol. I, An Experiment in Change. Baltimore, Md.: Multi-State Teacher Education Project, 1969. (Available from ERIC Document Reproduction Service ED 033 883).

Describes M-Step, or Multi-State Teacher Education Project, a co-operative effort of the U.S. Office of Education and the departments of education of seven states to improve teacher education. Outlines the goals of M-Step and presents case studies of some of the projects.

112 Burdin, Joel L., and Lanzillotti, Kallopee, eds. A Reader's Guide to the Comprehensive Models for Preparing Elementary Teachers. Washington, D.C.: ERIC Clearinghouse on Teacher Education and American Association of Colleges for Teacher Education, 1969. (Available from ERIC Document Reproduction Service ED 034 076).

Collection of descriptions of U.S. Office of Education Comprehensive Elementary Teacher Education Models. All the summaries, except the one of the Columbia University model, have the same outline: overview, programme goals and rationale, selection procedures, the professional preservice component, faculty requirements and staff utilization, evaluation, programme management, and summary. Includes an edited discussion by the writers of the summaries on the implications of the models for teacher education and certification. Does not contain the model prepared by the University of Wisconsin.

113 Burns, W. J., and others. Teacher Education Centers: Do They Help Student Teachers Attain Their Learning Goals? Cleveland, Ohio: Cleveland Commission on Higher Education, 1973. (Available from ERIC Document Reproduction Service ED 084 257).

Comparative study of students in teacher centers with those working with a co-operative teacher on one-to-one basis. Shows no difference in the quality of learning related to the mode of practical experience.

114 Columbia University. Teachers College. The Teacher-Innovator: A Program to Prepare Teachers. Sections I and II. Project Director: Bruce R. Joyce. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, 1968. (Available from ERIC Document Reproduction Service ED 027 284).

This U.S. Office of Education Comprehensive Elementary Teacher Education Model designed by Teachers College, Columbia University, is based on a concept of the teacher as institution-builder, interactor, innovator, and scholar. Overview of the programme and a discussion of its rationale are followed by detailed description of the structure of the model, the four components related to the four roles of the teacher, and the implementation and evaluation procedures.

115 Coyne, Charles E. Comparative Analysis of Teacher Education. Final Report. St. Joseph, Mo.: Missouri Western College, 1970. (Available from ERIC Document Reproduction Service ED 050 048).

A comparative study of students in a conventional education programme for elementary and secondary school teachers with those in the Missouri Western Continuous Sequence, an innovative programme emphasizing practical experience. Concludes that any purposeful, well-designed programme produces competent teachers.

116 Cruickshank, Donald, and others. The Ohio State University Analysis of the Nine Comprehensive Elementary Teacher Education Models. Final Report. Columbus, Ohio: College of Education, Ohio State University, 1970. (Available from ERIC Document Reproduction Service ED 043 573).

After a general critique by Cruickshank, each of nine papers analyzes one model in terms of rationale, components, goals, instructional techniques and processes, role of the faculty, evaluation methods, revision procedures, feasibility, unique contributions, relationship to N.C.T.E. recommended standards and to general education, and responsiveness to professional and societal needs.

117 "Elementary Teacher Education Models; Phase II, Feasibility." Journal of Research and Development in Education 3 (Spring 1970), entire issue.

The whole issue is devoted to summaries of the feasibility studies of the U.S. Office of Education Comprehensive Elementary Teacher Education Models. Includes a bibliography of reports and studies related to the models.

118 Elementary Teacher Education Program. Terre Haute, Ind.: Indiana State University, Elementary Education Department, 1971. (Available from ERIC Document Reproduction Service ED 073 111).

Describes a four-year programme of integrated general and professional education. Emphasizes the former in the first two years and the latter in the second two years. Includes a detailed listing of courses.

119 EXEL: An Experimental Program in the Professional Preparation of Elementary School Teachers. Muncie, Ind.: Ball State University, 1972. (Available from ERIC Document Reproduction Service ED 076 543).

Report of an experimental four-year professional education programme. In the first two years of this programme, the students develop skills in relating to children; in the third year, emphasis is on teaching methods; and the final year is for practical experience in a variety of innovative programmes. Dwight Allen, Clark Moustakes, Jerome Kagan, and John I. Goodlad acted as consultants in the development of EXEL, a co-operative venture of Ball State University and Muncie community schools.

120 Florida State University. A Feasibility Study of the Florida State University Model for the Preparation of Elementary School Teachers. Final Report. Project Director: Norman R. Dodl. Tallahassee, Fla.: Florida State University, 1969. (Available from ERIC Document Reproduction Service ED 041 869).

Analysis of human and cost-management factors in implementing the U.S. Office of Education Comprehensive Elementary Teacher Education Model developed by Florida State University. The study uses curriculum and instructional prototypes and computerized data files simulating the operation of the total programme.

121 Florida State University. A Model for the Preparation of Elementary School Teachers. 2 vols. Project Director: G. Wesley Sowards. Tallahassee, Fla.: Florida State University, 1968. (Available from ERIC Document Reproduction Service ED 027 283, ED 030 631).

Description of the U.S. Office of Education Comprehensive Elementary Teacher Education Model of the Florida State University, a performance-based programme in three phases: general education; preservice professional

preparation; and a combination of teaching and summer courses. On completion of the programme, the student receives a master's degree and full certification.

122 Georgia. University. The Feasibility of the Georgia Educational Model for Teacher Preparation - Elementary. Vols. I, 2A, and 2B. Edited by Charles E. Johnson and others. Athens, Ga.: University of Georgia, 1970. (Available from ERIC Document Reproduction Service ED 042 722, ED 042 728, ED 042 729).

Volume I describes the general procedures of the feasibility study and a strategy for the programme development of the U.S. Office of Education Comprehensive Elementary Teacher Education Model of the University of Georgia. Since the study was based on the operation of the university system of Georgia, volumes 2A and 2B present detailed procedures and cost data to aid adjustment of the analysis to other circumstances.

123 Georgia. University. Georgia Educational Model Specifications for the Preparation of Elementary Teachers. Final Report. Project Director: Charles E. Johnson. Athens, Ga.: University of Georgia, 1968. (Available from ERIC Document Reproduction Service ED 025 491).

Delineates the U.S. Office of Education Comprehensive Elementary Teacher Education Model of the University of Georgia, based on teachers' job analysis and classification of teaching and learning behaviors. The report treats in detail specifications for selection, performance, and evaluation and the conditions essential to implementation.

124 Hill, Bernard E. "The Internship in Teacher Education: An Evaluation of an Experimental Program." Ed.D. dissertation, Wayne State University, 1970. (Dissertation Abstracts International, XXXI, 3387-A).

Assesses the Experimental Flint Five-Year Cooperative Teacher Program for elementary school teachers, which includes three years of full-time, closely supervised internship. Findings indicate that both principals and graduates rated the programme very highly.

125 Joyce, Bruce R., and others. Implementing Systems Models for Teacher Education: Strategies for Increasing Feasibility. Final Report. New York: Teachers College, Columbia University, 1971. (Available from ERIC Document Reproduction Service ED 059 163).

Critique of the U.S. Office of Education Comprehensive Elementary Teacher Education Models, including suggestions for improvements and proposals for further research. Concludes that the components of the models are fairly conservative, possibly because they are based on teachers' job analyses.

126 Lapp, Diane, and Shibles, Burleigh. "A Curriculum of Priorities." Journal of Education 155 (October 1972): 23-31.

Describes in detail the conceptual model of the new undergraduate Elementary-Secondary Professional Teacher Preparation Program at Boston University. Design is based on best research on teacher education, with emphasis on problem solving and understanding of the teaching-learning act.

127 Massachusetts. University. A Feasibility Study on the Model Elementary Teacher Education Program: Phase II. Final Report. 2 vols. Project Director: James M. Cooper. Amherst, Mass.: University of Massachusetts, 1970. (Available from ERIC Document Reproduction Service ED 043 582, ED 043 583).

This study uses four simulation models to test the pedagogical, economic, and administrative feasibility of the U.S. Office of Education Comprehensive Elementary Teacher Education Model of the University of Massachusetts. Proposes further research necessary for the implementation of the model.

128 Massachusetts. University. Model Elementary Teacher Education Program. Final Report. Project Director: James M. Cooper. Principal Investigator: Dwight W. Allen. Amherst, Mass.: University of Massachusetts, 1968. (Available from ERIC Document Reproduction Service ED 025 490).

A detailed report on the U.S. Office of Education Comprehensive Elementary Teacher Education Model based on performance criteria developed by the University of Massachusetts. Performance criteria are analyzed for three areas: cornerstone criteria, encompassing human relations and behavioral skills; content criteria; and service criteria, including evaluation, supervision, and use of media and technology.

129 Michigan State University. Behavioral Science Elementary Teacher Education Program. 3 vols. Project Director: Robert Houston. East Lansing, Mich.: Michigan State University, 1968. (Available from ERIC Document Reproduction Service ED 027 285, ED 027,286, ED 027 287).

Presents the U.S. Office of Education Comprehensive Elementary Teacher Education Model of Michigan State University. Constructed according to principles and techniques of behavioral science, the programme incorporates clinical experiences from the beginning of the training programme. Describes the modules of five major curriculum areas: general or liberal education, scholarly modes of knowledge, professional use of knowledge, human learning, and clinical experience.

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130 Northwest Regional Educational Laboratory. A Competency Based, Field Centered, Systems Approach to Elementary Education. Final Report. Edited by James R. Hale. Project Director: H. Del Schalock. Portland, Ore.: Northwest Regional Educational Laboratory, 1968. (Available from ERIC Document Reproduction Service ED 026 305).

The Com Field programme was developed by the Northwest Regional Educational Laboratory as one of the U.S. Office of Education Comprehensive Elementary Teacher Education Models. The report describes the instructional systems designed to develop student competency in both instructional and non-instructional tasks and the management of the programme.

131 Oregon College of Education. A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program. 2 vols. Edited by H. Del Schalock and others. Monmouth, Ore.: Oregon College of Education, 1970. (Available from ERIC Document Reproduction Service ED 041 866, ED 042 709-ED 042 720).

A study of the feasibility of the Com Field programme, in terms of implementation on a state-wide basis in Oregon. Reviews the general structure and the components of the curriculum and presents a five-year plan for realization. Volume 2 consists of a series of appendixes, each of which is a paper on a topic pertinent to the development or implementation of the programme.

132 Peeler, Thomas H., and Shapiro, Jerome R. A Focus on the Cooperative Reorganization of Pre-Service and In-Service Teacher Education Programs. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Educational Personnel Development, 1971. (Available from ERIC Document Reproduction Service ED 081 764).

Discusses the role of local schools in teacher education and describes some models of preservice teacher education emphasizing local involvement: for example, the Florida Experimental Program in Elementary Education, the Co-operative Student Teacher Center Concept, and the Mercer County Teacher Education Center. Includes the prospectus of the Model of Professional Educator Training developed by the authors in Dade County, Florida.

133 Pittsburgh. University. School of Education. A Model of Teacher Training for the Individualization of Instruction; Educational Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Project Director: Horton C. Southworth. Pittsburgh, Pa.: University of Pittsburgh, School of Education, 1968. (Available from ERIC Document Reproduction Service ED 025 495).

Delineates the U.S. Office of Education Comprehensive Elementary Teacher Education Model of the University of Pittsburgh which uses individualized instruction to prepare teachers for individualized teaching. Describes in

detail the content and implementation of a programme based on five general requirements of teacher education - liberal and professional studies, basic competencies for initial certification, guidance of students, and the clinical setting for training.

134 Reed, Horace B., and Crosby, Jeanie W. "Alternatives in Teacher Preparation: A Case Study." 1973. (Available from ERIC Document Reproduction Service ED 083 154).

Lists and describes nearly twenty alternative undergraduate programmes for training elementary and secondary teachers at the School of Education, University of Massachusetts. Indicates goals, rationales, and curriculum components.

135 Rice, Arthur H. Insite -- Partnership in Learning for Teacher Education. Bloomington, Ind.: Indiana University, School of Education, 1969. (School of Education Bulletin, XXXV, 3).

Among the innovative features of the Indiana University experimental elementary and secondary teacher education programme described here are an acroclinical semester integrating instruction in psychology and methods with student teaching; a semester of resident teaching internship; and a creative arts workshop for elementary teachers. Evaluation shows the graduates of the programme to be innovative and creative.

136 Stone, James C. Breakthrough in Teacher Education. San Francisco: Jossey-Bass, 1968.

A study of the Ford Foundation's Breakthrough Programs in teacher education, including some for preparing elementary teachers. Describes and analyzes various individual programmes and assesses the accomplishments and deficiencies of the whole project. Findings indicate that curricula were successful when staffs implementing them were innovative and creative.

137 Syracuse University. Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. 2 vols. Project Director: William Benjamin. Syracuse, N.Y.: Syracuse University, 1968. (Available from ERIC Document Reproduction Service ED 026 301, ED 026 302).

Describes the U.S. Office of Education Comprehensive Elementary Teacher Education Model of Syracuse University. Programme is designed as an intent, action, and feedback process, encouraging pluralism. The report discusses the rationale of the model and describes the organization of the programme, the components of the model, programme development, and evaluation.

138 Syracuse University. A Study of the Feasibility of the Refined Syracuse University Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers. Final Report. Project Director: Wilford A. Weber. Syracuse, N.Y.: Syracuse University, School of Education, 1969. (Available from ERIC Document Reproduction Service ED 042 723).

Report of the feasibility study of the U.S. Office of Education Comprehensive Elementary Teacher Education Model of Syracuse University. The testing process was designed so that it could be replicated by any educator anywhere. Resulted in the refinement of the specifications of the model which was judged to be realizable.

139 Toledo. University. Educational Specifications for a Comprehensive Elementary Teacher Education Program. Final Report. 2 vols. Program Director: George E. Dickson. Toledo, Ohio: Consortium of the State Universities of Ohio, 1968. (Available from ERIC Document Reproduction Service ED 025 457, ED 025 456).

Describes the U.S. Office of Education Comprehensive Elementary Teacher Education Model designed by the Consortium of the State Universities of Ohio. Includes the position papers that formed the basis for the rationale of the model. The specifications are task-oriented, based on behavioral objectives.

140 Toledo. University. The Feasibility of the Educational Specifications for the Ohio Comprehensive Elementary Teacher Education Program: Phase II. Final Report. Project Chairman: George E. Dickson. Toledo, Ohio: University of Toledo, 1970. (Available from ERIC Document Reproduction Service ED 042 721).

A study of the feasibility of the U.S. Office of Education Comprehensive Elementary Teacher Education Model of the Consortium of the State Universities of Ohio. Objectives, alternatives, and costs were tested using optimum and minimum simulations of the model. The model, with some changes in specifications, was found to be feasible in all respects.

141 Wisconsin. University. Wisconsin Teacher Education Project. 4 vols. Edited by John M. Kean. Project Director: M. Vere DeVault. Madison, Wis.: University of Wisconsin, School of Education, 1969. (Available from ERIC Document Reproduction Service ED 036 678).

Describes the U.S. Office of Education Comprehensive Elementary Teacher Education Model developed by the University of Wisconsin on two major assumptions: the public school system needs to participate in teacher preparation; the initial teaching experience should be an internship. Volume I of the report contains position papers, Volumes 2 and 3 delineate specifications of the components, and Volume 4 describes the required university facilities.

142 Wisconsin. University. Wisconsin Elementary Teacher Education Project. Vols. 5 and 6. Feasibility Study. Final Report. Project Director: M. Vere DeVault. Madison, Wis.: University of Wisconsin, 1969. (Available from ERIC Document Reproduction Service ED 043 586, ED 043 585).

A feasibility study of the U.S. Office of Education Comprehensive Elementary Teacher Education Model by the University of Wisconsin. This study focuses on the benefits of implementing the specifications, the needed support systems, and economic analysis. Concludes that the cost of developing the programme is high but the per student cost would become less as more institutions adopt it.

II. CERTIFICATION OF ELEMENTARY SCHOOL TEACHERS

A. Historical Development and Present Status

A1. Canadian

143 Canadian Education Association. Requirements for Teaching Certificates in Canada. Toronto: Canadian Education Association, 1974.

A quick guide to basic certification requirements of elementary and secondary teachers in all provinces. Information is organized by province.

144 Frankcombe, B. "Pincher Creek School Division: Staff Involvement in Permanent Certification." A.T.A. Magazine 53 (May-June 1973): 21.

Describes unique Alberta process: eligibility of a candidate for a permanent teaching certificate is decided by a committee composed of a teacher, a principal, and a trustee, with the superintendent as the chairman.

A2. Other

145 Kinney, Lucien B. Certification in Education. Englewood Cliffs, N.J.: Prentice-Hall, 1964.

Reviews the historical development and describes current practices of certification of teachers in United States. Points out the main issues involved in the debate on certification: purposes of certification and professional autonomy of teachers.

146 Pitman, John C. Summary of Actions Taken by Selected States Involved in Developing Competency-Based Certification Systems. Durham, N.H.: New England Program in Teacher Evaluation, 1973. (Available from ERIC Document Reproduction Service ED 081 753).

Declares that the main issue in teacher certification is decentralization versus centralization of state control. Over thirty states have shown interest in competency-based certification, either by adopting approved programmes or by developing specific performance criteria for certification. The trend seems to be toward the use of some type of consortia as the certifying body.

147 Self, Melvin L. "The Certification of Teachers: Policies and Activities of the National Commission on Teacher Education and Professional Standards from 1946 to 1966." Ed.D. dissertation, George Washington University, 1967. (Dissertation Abstracts International, XXVIII, 2128-A).

A study examining the purposes and practices of teacher certification in United States, focusing on the actions taken by the National Commission on Teacher Education and Professional Standards at the Miami Beach Conference, 1953, and the San Diego Conference, 1960, as well as the content of the New Horizons Task Force report on certification in 1961. Discusses developments since 1961 and supports the proposition that the teaching profession should be self-regulating.

148 State Education Departments' Policies and Practices in the Approved Program Approach to Teacher Certification. Albany, N.Y.: New York State Education Department, Division of Teacher Education and Certification, 1970. (Available from ERIC Document Reproduction Service ED 051 081).

A compilation of information on teacher education and certification in all the states and the District of Columbia. Proposes an approach to interstate certification using approved programmes for new certification and experience route for teachers already certified.

149 Stiles, Lindley J., and others. Teacher Certification and Preparation in Massachusetts. Reports 1 and 2. Boston: Massachusetts Advisory Council on Education, 1968. (Available from ERIC Document Reproduction Service ED 027 243).

Report 1 includes the findings and the recommendations of a survey on preparation, certification, and utilization of educational personnel in Massachusetts. Indicates areas of responsibility of the state government and outlines a timetable for reform. Report 2 contains the instruments of the study, the data collected, and background documents.

150 Stinnett, T. M. "Teacher Certification." Review of Educational Research 37 (June 1967): 248-59.

Analysis of requirements for certification in the different states and of developments toward reciprocity and national certification. Reviews literature criticizing certification practices and outlines trends.

151 Woellner, Elizabeth H. Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary Schools, Secondary Schools, Junior Colleges. Chicago: University of Chicago Press, 1935-. (Annual).

An annual publication on certification requirements, listed by state. Purely factual information.

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B. Proposals for Change

B1. Canadian

152 Arnett, Emerson. "Teacher Education and Certification." Manitoba Teacher 51 (February 1973): 5.

Outlines the general policy of the Manitoba Teachers' Society on teacher certification. Proposes two certificates, general and special. The general certificate would be granted after the completion of a four-year integrated degree programme.

153 Canadian Teachers' Federation. Current Problems in Certification and Prospects for Reciprocity. Second Conference on Teacher Certification, Montreal, June 1970. Ottawa: Canadian Teachers' Federation, 1970. (Also available from ERIC Document Reproduction Service ED 045 561).

Includes papers on topics related to certification, such as, the quality and quantity of teachers, salary classifications, and teaching assignments. The main issue of reciprocity in certification is discussed in terms of feasibility and desirability, progress, and the uniformity of teacher certification in the Maritime Provinces.

154 Canadian Teachers' Federation. Exploring the Bases for Reciprocity and Simplification of Evaluation Procedures. Third Conference on Teacher Certification, Vancouver, 1971. Ottawa: Canadian Teachers' Federation, 1972. (Available from ERIC Document Reproduction Service ED 068 462).

Geraldine Channon in "Possible Bases for a Canadian Professional Teaching Certificate" suggests minimum criteria for certification on a national basis; while Sterling Stratton in "A Proposal for a Standard Passport Document" recommends for every teacher a standard passport-type document listing university degrees, certificates held, and teaching experience. Records to substantiate the passport would be kept by the provincial registrar of the province in which the teacher is teaching.

155 Hoskyn, F. W. "Certification in Education." A.T.A. Magazine 47 (January 1967): 54-56.

A brief statement of the policy of Alberta Teachers' Association on certification. Advocates one professional certificate for all teachers, granted after two years of successful teaching following an internship.

156 Paton, James M. "Goal: A Fully Autonomous Profession." A.T.A. Magazine 51 (November-December 1970): 32-36.

Maintains that Canadian teachers, through their professional organizations, should have control over professional conduct, professional development, and licensing and certification as do members of other professions.

157 Rieger, T. F. "Issues in Teacher Education and Certification." A.T.A. Magazine 46 (March 1966): 13-18.

Advocates active participation by Alberta Teachers' Association in shaping policies in teacher education and certification, since supply and control problems involve minimum requirements, standards of teacher education, and other vital issues.

158 Staples, B. "A Role for Teachers in Certification." A.T.A. Magazine 51 (May-June 1971): 16-17.

Describes a plan for establishing as the certifying body a committee composed of a superintendent, a principal, and a panel of three teachers, of whom one is chosen by the candidate for certification.

159 "Teacher Certification: A Proposal." New Dimensions 7 (March 1973): 4.

Reports the detailed proposal of the Department of Education for reforms in teacher certification in Ontario. Recommendations are based on discussions with teachers' federations, trustees, superintendents, etc. The Department of Education would retain control over certification, but there would be only one teaching certificate for elementary and secondary teachers, the Ontario Teachers' Certificate.

B2. Other

160 Andrews, Theodore E. A New Style of Certification. Albany, N.Y.: New York State Department of Education, Division of Teacher Education and Certification, 1971. (Available from ERIC Document Reproduction Service ED 055 971).

Submits standards for developing and implementing a system of teacher certification based on teaching competencies and with co-operative agencies as certifying bodies.

161 Four Proposals Regarding the Certification and Professional Development of Michigan Teachers. Lansing, Mich.: Michigan State Department of Education, Bureau of Library Services, 1972. (Available from ERIC Document Reproduction Service ED 065 474).

Among the proposals is a detailed description of a performance-based certification system, delineating criteria for judging competence of teachers, levels of preparation and certification, statutory changes needed, and a possible timetable for implementation.

162 Haberman, Martin. Extremism or Equity in the Governance of Teacher Education. Milwaukee, Wis.: University of Wisconsin, School of Education, 1973. (Available from ERIC Document Reproduction Service ED 079 271).

Analyzes teacher education in terms of control, assuming exclusive power by each of the following groups in turn: community, school districts, faculty of arts and science, state departments of education, and teachers. Concludes that control should rest with public schools, teachers' organizations, schools of education, and any other groups with interest in the public education system.

163 Pitman, John C. Competency-Based Certification: What Are the Key Issues? Durham, N.H.: New England Center for Continuing Education, 1973. (NEPTE Working Paper, 6). (Available from ERIC Document Reproduction Service ED 083 177).

A review of thought on performance-based and competency-based teacher education and certification. Suggests that competency-based certification at this stage of development should be used as an alternate system but not as a total replacement for the existing system of certification.

III. BIBLIOGRAPHIES ON TEACHER EDUCATION AND CERTIFICATION

164 American Association of Colleges for Teacher Education. Performance-Based Teacher Education: An Annotated Bibliography. Washington, D.C.: American Association of Colleges for Teacher Education and ERIC Clearinghouse on Teacher Education, 1972. (Available from ERIC Document Reproduction Service ED 065 477).

Revised edition of the bibliography published in 1971. Material is divided under nine subject headings: definitions and explanations of performance-based education, descriptions of programmes, criteria for teacher education, modules, methods of assessment, suggested improvements, performance-based certification, organization, and bibliographies.

165 Canadian Teachers' Federation. Pre-Service Teacher Education in Canada. Ottawa: Canadian Teachers' Federation, 1969. (Bibliographies in Education, 1).

Covers publications issued between 1959 and 1969, with some earlier material. Includes books, papers, theses, and periodical articles. No annotations.

166 Canadian Teachers' Federation. Training Teachers for Inner City Schools. Ottawa: Canadian Teachers' Federation, 1971. (Bibliographies in Education, 24).

Lists books, theses, and periodical articles on the title-subject published between 1966 and 1971. No annotations.

167 Humby, Michael. "Degrees in Education - A Bibliography." Education Libraries Bulletin 27 (Autumn 1966): 28-31.

Monographs, documents, and periodical articles on the B.Ed. degree in the British system of teacher education.

168 Kay, Patricia M., and others. Performance Based Certification. New York: City University of New York, Office of Teacher Education, 1971. (Available from ERIC Document Reproduction Service ED 056 991).

Citations of material published between 1957 and 1971 on teacher education as well as certification. Lengthy annotations.

169 Schaefer, James. A Bibliography of References Used in the Preparation of Nine Model Teacher Education Programs. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1969. (Available from ERIC Document Reproduction Service ED 031 460).

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The 1,372 entries, covering publications from 1916 to 1969, are divided among four main sections: "The Nature and Training of Teachers," "Education and Educational Practices," "Educational Psychology," and "Educational Technology." No annotations.

170 Tarling, Mary E. Teacher Training Bibliography. Los Angeles: University of Southern California, Instructional Materials Center for Special Education, 1972. (Available from ERIC Document Reproduction Service ED 077 926).

An annotated bibliography in four parts: packaged programmes and guides, articles, bibliographies and newsletters, and research. Includes a subject index to the citations.

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